
FSC Leadership Series

Coordination | Connecting

Participant Guide

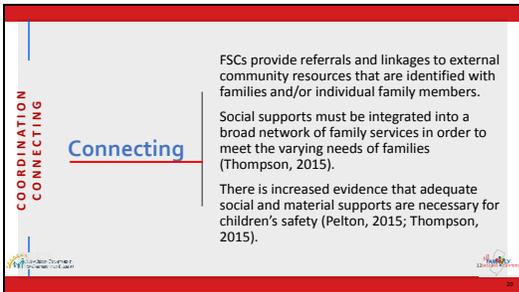
New Jersey Family Success Centers
&
Office of Training and Professional Development







Page 19 _____



Page 19 _____

COORDINATION
CONNECTING

Coordination - Prioritized Behavioral Indicators

1. Demonstrates understanding of community and FSC needs
2. Institutes and follows a process to identify prospective FSC opportunities that require volunteer support ahead of time
3. Creates opportunities that require volunteer support where one does not already exist
4. Creates a broad spectrum of opportunities that utilize a wide array of volunteering skills for different audience types, or varied activity types
5. Asks families about their interest in volunteering
6. Considers and offers a value proposition to match FSC needs with interest of prospective volunteer
7. Creates a process to revisit prospective volunteers
8. Utilizes the information about a member's unique interests and motivators to revisit a previously undecided member, when new information matching that member's interest is available
9. Demonstrates understanding of vetting by applying a vetting policy
10. Reviews a potential volunteer's profile for eligibility as per vetting policy
11. Recruits and selects volunteers representing different groups associated with the FSC, such as, families, individuals, partners, and sector leaders

Communicates expectations of volunteer role to the selected individual(s)

Pages 20-21

COORDINATION
CONNECTING

Deconstructing Coordination

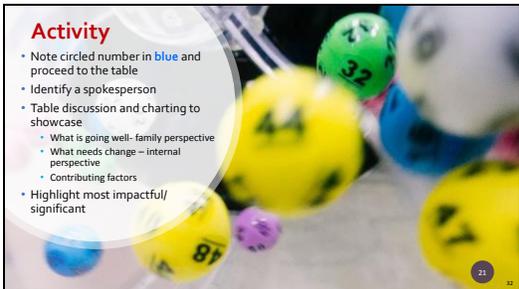
- Coordination in practice
- Top performing behavioral indicators - Family and community partner perspective
- What needs to change - Internal perspective
- Contributing factors influencing above choices



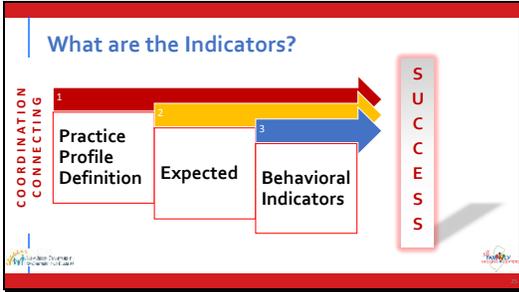
Page 22

Activity

- Note circled number in blue and proceed to the table
- Identify a spokesperson
- Table discussion and charting to showcase
 - What is going well - family perspective
 - What needs change - internal perspective
 - Contributing factors
- Highlight most impactful/significant



Page 38



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- Connecting - Prioritized Behavioral Indicators**
- COORDINATION
CONNECTING
1. Demonstrates knowledge of available resources/ services and activities and their features
 2. Demonstrates understanding of individual preferences and cultural contexts in resource identification through accuracy of recommendations
 3. Actively monitors availability of resources within the community in a formalized manner
 4. Evaluates resource prospects for alignment with FSC mission, vision and ability to meet families, and individual family members interest, goals and needs
 5. Establishes contact with the resource provider through formal and informal channels.
 6. Establishes partnerships with providers
 7. Creates a resource library of a wide array of available resources/services and activities and their features
 8. Coaches family members on how to utilize resources independently
 9. Coaches families to use the process of connecting with resources independently to empower families Establishes contact with the resource provider through formal and informal channels

Pages 24-25 _____

Deconstructing Connecting

COORDINATION
CONNECTING

- Coordination in practice
- Top performing behavioral indicators - Family and community partner perspective
- What needs to change - Internal perspective
- Contributing factors influencing above choices

Page 26 _____

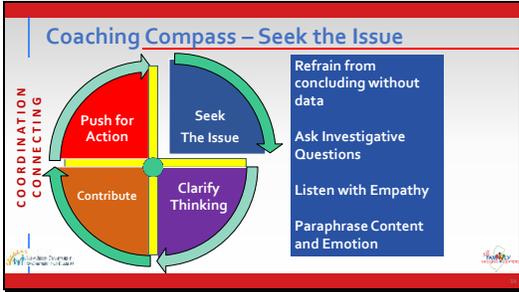




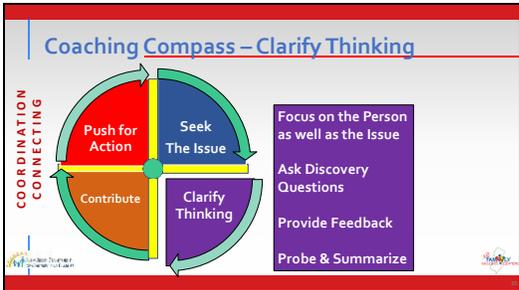
Ideas to Integrate Card _____



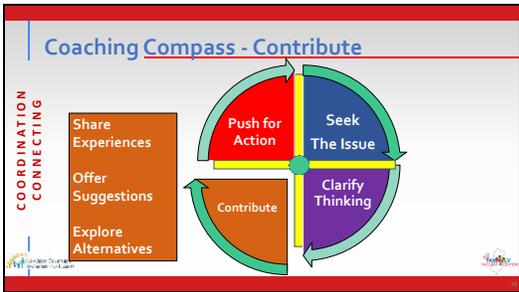
Page 28 _____



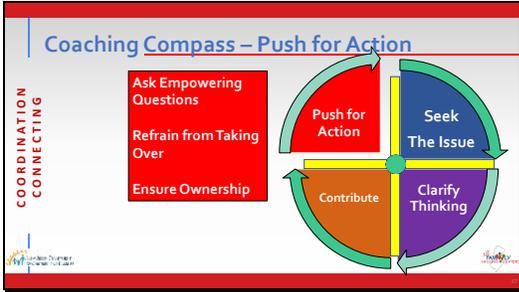
Page 29 _____



Pages 29-30 _____



Page 30 _____



Pages 30-31 _____



Pages 32-33 _____



Page 35 _____

Session 3 Recap Progress with Leadership and Advocacy

Directions: Consider how Leadership and Advocacy have improved at your FSC since our last session. Review the responses charted for ideas and inspiration and make a plan for continued success.

Leadership	
What has been done since the last session?	
What do you hope to improve/change in a month from now?	
What do you hope to improve/change in 6 months from now?	
What do you hope to improve/change in a year from now?	

Advocacy	
What has been done since the last session?	
What do you hope to improve/change in a month from now?	
What do you hope to improve/change in 6 months from now?	
What do you hope to improve/change in a year from now?	

NOTES

Coordination

FSCs create a sense of community among the families and individual family members by helping them be an active part of their Center and community through volunteer work. FSCs coordinate the recruitment of individuals, families, partners and volunteers in the community to provide skill building programs, services, and activities.

Opportunities for families and individual family members to connect within a community can increase the community's social capital (Dijken, Stam, & Winter, 2016).

Connecting

FSCs provide referrals and linkages to external community resources that are identified with families and/or individual family members.

Social supports must be integrated into a broad network of family services in order to meet the varying needs of families (Thompson, 2015).

There is increased evidence that adequate social and material supports are necessary for children's safety (Pelton, 2015; Thompson, 2015).

Coordination

Essential Function	Expected	Prioritized Behavioral Indicators
<p>Coordination - FSCs create a sense of community among the families and individual family members by helping them be an active part of their Center and community through volunteer work. FSCs coordinate the recruitment of individuals, families, partners and volunteers in the community to provide skill building programs, services, and activities</p>	<ul style="list-style-type: none"> • Formally asks FSC families and individual family members about their interests in volunteering. Revisits if a member says no at initial engagement • Vets and matches families and individual family members with volunteer opportunities, based on their interests and the needs of the FSC • Identifies, creates and supports opportunities based on community needs for FSC families and individual family members to volunteer internally at the Center 	<ol style="list-style-type: none"> 1. Demonstrates understanding of community and FSC needs 2. Institutes and follows a process to Identify prospective FSC opportunities that require volunteer support ahead of time 3. Creates opportunities that require volunteer support where one does not already exist 4. Creates a broad spectrum of opportunities that utilize a wide array of volunteering skills for different audience types, or varied activity types 5. Asks families about their interest in volunteering 6. Considers and offers a value proposition to match FSC needs with interest of prospective volunteer 7. Creates a process to revisit prospective volunteers 8. Utilizes the information about a member’s unique interests and motivators to revisit a previously undecided member, when new information matching that member’s interest is available 9. Demonstrates understanding of vetting by applying a vetting policy 10. Reviews a potential volunteer’s profile for eligibility as per vetting policy

- Recruits partners and sector leaders from within the community to volunteer and matches them to internal Center activities based on the Center needs
- 11. Recruits and selects volunteers representing different groups associated with the FSC, such as, families, individuals, partners, and sector leaders
- 12. Communicates expectations of volunteer role to the selected individual(s)

Coordination Reflection

Directions: Using the Behavioral Indicators, please self-asses your FSC in terms of Coordination.

Strengths	
What Coordination behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What Coordination behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?

NOTES

Connecting

Essential Function	Expected	Prioritized Behavioral Indicators
<p>Connecting - FSCs provide referrals and linkages to external community resources that are identified with families and/or individual family members</p>	<ul style="list-style-type: none"> • Identifies and provides information regarding resources, services and activities offered within the community that meet families’ and individual family members’ interests, goals, and needs • Checks in with families and individual family members on their experience in connecting with resources. Asks if they were useful and, if not, helps the member locate another resource • Regularly identifies and updates relevant resources within the community that align with the FSC mission and vision and can meet families’ and individual family members’ interests, goals, and needs. family is able to explore resources on an ongoing basis 	<ol style="list-style-type: none"> 1. Demonstrates knowledge of available resources/ services and activities and their features 2. Demonstrates understanding of individual preferences and cultural contexts in resource identification through accuracy of recommendations 3. Actively monitors availability of resources within the community in a formalized manner 4. Evaluates resource prospects for alignment with FSC mission, vision and ability to meet families, and individual family members interest, goals and needs 5. Establishes contact with the resource provider through formal and informal channels. 6. Establishes partnerships with providers 7. Creates a resource library of a wide array of available resources/services and activities and their features 8. Coaches family members on how to utilize resources independently

Essential Function	Expected	Prioritized Behavioral Indicators
		9. Coaches families to use the process of connecting with resources independently to empower families Establishes contact with the resource provider through formal and informal channels

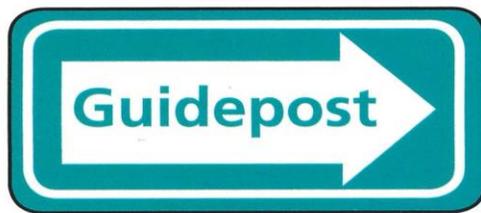
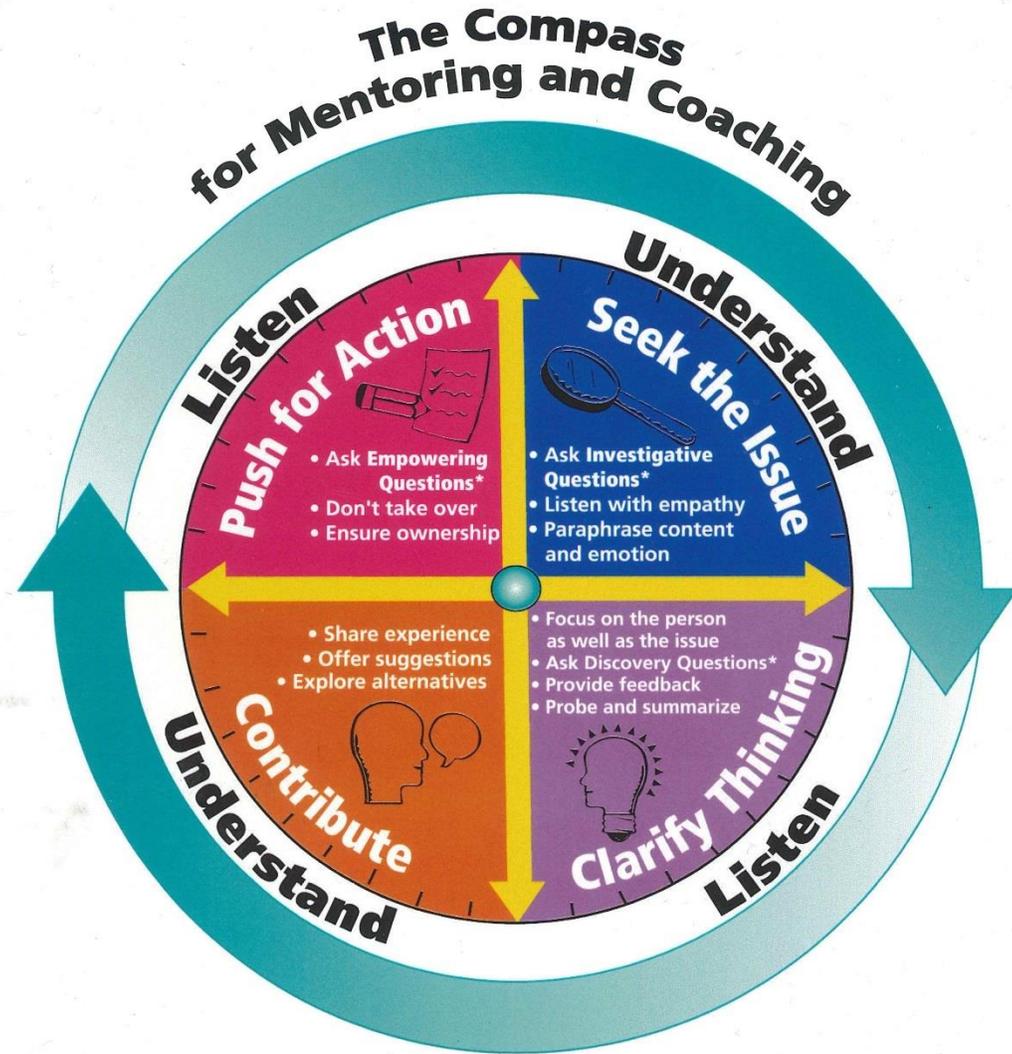
Connecting Reflection

Directions: Using the Behavioral Indicators, please self-asses your FSC in terms of Connecting.

Strengths	
What Connecting behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What Connecting behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?

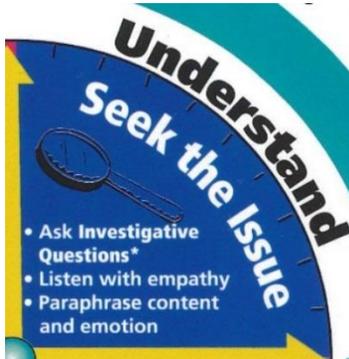
NOTES



- ◆ Help the person identify the real issue or problem.
- ◆ Help the person define how he or she is contributing to the problem.
- ◆ Probe for information and listen with empathy.
- ◆ Use discovery and empowering questions.
- ◆ Challenge the person to think in new ways.
- ◆ Don't "take over".
- ◆ Push for action.

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Coaching Compass Quadrants



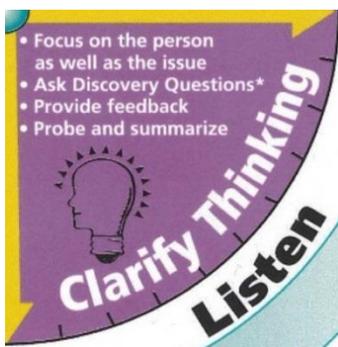
Quadrant summary- Seek the Issue

Key points:

- ✓ Refrain from jumping to conclusions without data
- ✓ Ask Investigative Questions
- ✓ Listen with Empathy
- ✓ Paraphrase Content and Emotion

Concept:

- To comprehend what is truly going on in a situation: Formulate inquiry questions that will assist with seeking and understanding what the real situation is.
- Understand the importance of not jumping to conclusions, instead, going through each phase with due diligence ahead.
- Allow the inquiry questions to lead the coach and the coachee toward identifying the real situation and not only ask the questions that will lead the coach to the hypothesis they may have originally thought of.
- Along with asking the inquiry questions that will identify the situation, consider the importance of empathy statements, as well as using them along the way, while utilizing formal Active Listening (paraphrasing details as well as emotions).



Quadrant summary- Clarify Thinking

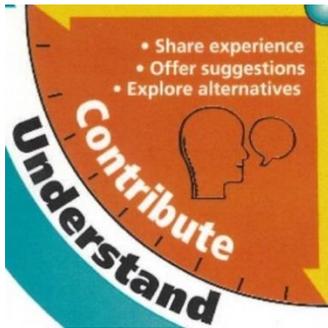
Key points:

- ✓ Focus on the person as well as the issue
- ✓ Ask Discovery Questions
- ✓ Provide Feedback
- ✓ Probe & Summarize

Concept:

- Assist the coachee to think clearly about the situation: Helps understand ways to ask inquiry questions that will help the coach and the coachee to uncover new information.
- The focus is on the situation and the coachee. These questions help the coachee understand what role the s/he plays in the situations.

- ❑ Also helps the coachee to think about ways s/he can approach the situation with interventions or an appreciative approach.
- ❑ The question in this phase should be probing to get the coachee to think deeply about positive and empowering approaches he takes.



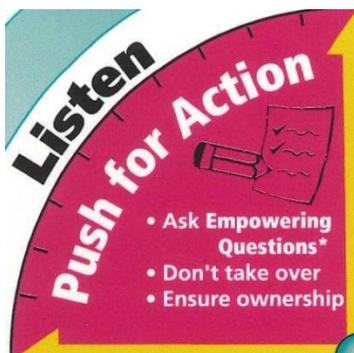
Quadrant summary- Contribute

Key points:

- ✓ Exercise regulation as a coach to prevent from getting into giving advice and telling the coachee what they should do.
- ✓ Share Experiences
- ✓ Offer Suggestions only after gaining permission
- ✓ Explore alternatives by asking the coachee any questions

Concept:

- ❑ Disclose with purpose: During this phase, the coach learns when to provide suggestions and disclose their own experiences in ways that will offer support, but not provide direct interventions for the coachee.
- ❑ The sharing of experiences and suggestions offered by the coach come directly from their perspective, lens or point of view. Feedback should be from what the coach has experienced (example: “*what came up for me when you talked about that interventions was...*”)
- ❑ Offer a story and allow the coachees to make of it what they will. Coach refrains from sharing that the coachee’s outcome will mirror that of the coach’s. (What the coach did may not be the best fit for the coachee.)



Quadrant summary- Push for Action

Key points:

- ✓ Ask empowering questions
- ✓ Self-regulation by coach to not take over or instruct the coachee what they should be doing.
- ✓ Ensure coachee assumes ownership
- ✓ Resolve differences in agreement through probing and discussion
- ✓ Supportive approach that acknowledges coachee’s efforts toward action

Concept:

- ❑ Coachee starts to formulate an action plan that s/he feels comfortable about putting in place and wants to move forward with: It is important that the coach not take over and tell them what to do but instead to empower the person they are coaching.
- ❑ The most important aspect is that coach needs to understand that the person they are coaching must own the interventions and the approach they are taking in the situation.
- ❑ If the coach does not agree with the action plan questions are asked around the plan that help the coachee dig deeper. If they continue to go with a plan of action that the coach does not agree with, and if it is something that the coachee can try, then the coach can check back with them later to allowing them to experience their decision, and subsequently, discuss the outcome.
- ❑ The coach must always be supportive of the fact that the coachee took a risk and allowed themselves to be vulnerable.

Questions With Strategy

During the mentoring and coaching process, you often begin with Investigative Questions - to understand the issue at hand. And when basic understanding has been accomplished, you can move to Discovery and Empowering Questions - to push the person to learn and to make a decision or a commitment to a course of action.

Investigative Questions solicit facts, objective data.

- Tell me what you have accomplished so far.
- How long has this been going on?
- What's Happened?

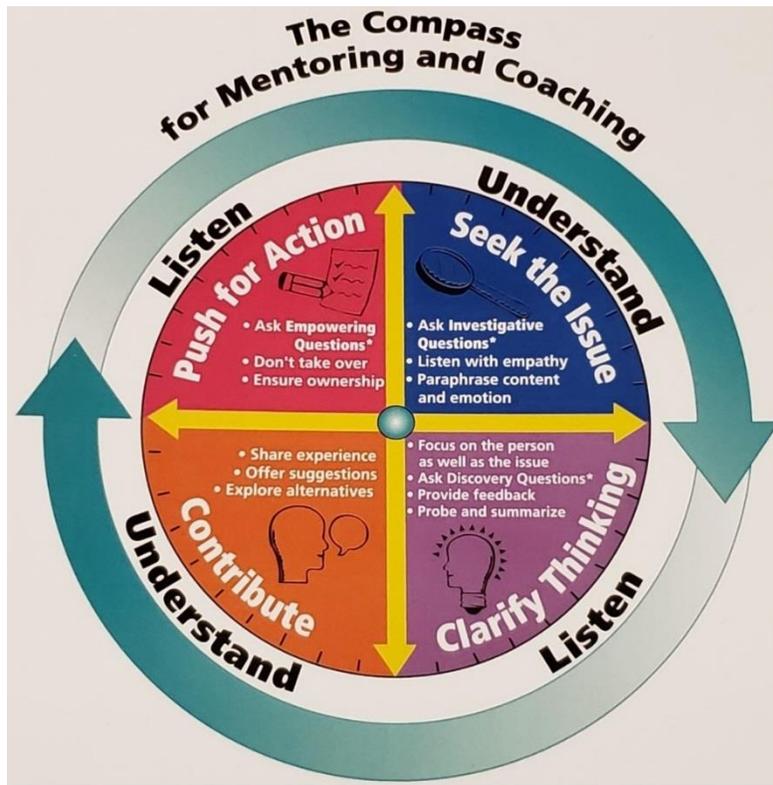
Discovery Questions push the person to draw conclusions, learn from experience and discover new knowledge or insights.

- What have you learned from this?
- If you had it to do all over again, what would you do?
- What worked best?
- What advice would you give someone just starting out on a project like this?
- What concerns you?
- What are your ideas on this?
- What would happen if you did?
- What scares you most about taking this on?
- Tell me three things that you would consider in making a decision on that.
- What are you most comfortable with?
- What conclusions do you draw from this experience?
- What caused you to say that?
- What makes it necessary to do it that way?
- What is your reasoning?
- What did he/she do that helped most?
- Give me two alternative ways of thinking about this.
- What could you have done?
- If Charlie says this, what could you say back?
- What else could you have done?
- What is most important to you?

Empowering Questions inquire into what the person being mentored or coached is feeling, planning, wanting, and is ready to commit to.

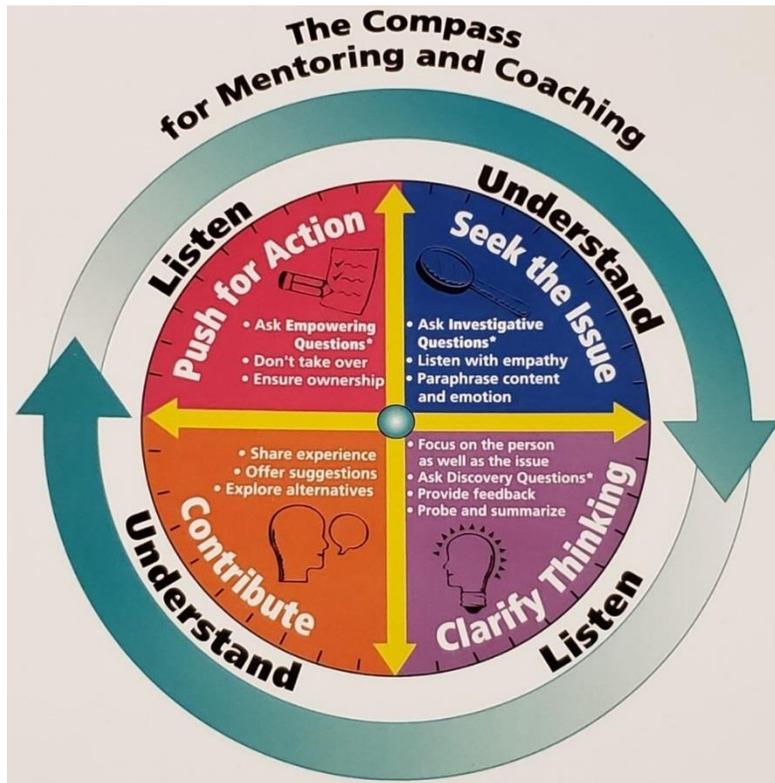
- What outcome are you looking for?
- What will you do first?
- What must you do to make it happen?
- How will you begin?
- How will you know when you have it?
- Who else needs to know this?
- What resources do you have/need?
- What is the risk of doing this? Not doing this?
- How might you get in your own way?

OBSERVATION SHEET 1



NOTES

OBSERVATION SHEET 2



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